2019 Field and Fork Interdisciplinary Team Teaching Fellowship: Call for Proposals

Description
The College of Agricultural and Life Sciences Field and Fork Program is pleased to solicit applications for the Interdisciplinary Team Teaching Fellowship. This Fellowship is intended to promote faculty collaboration across disciplines in support of innovative undergraduate education. The Fellowship focused on sustainable agriculture and food systems, is designed specifically to help a team of faculty create new course or redesign an existing course (or connected courses) that cross(es) department, program, and school/college boundaries. Participants in this year-long Fellowship are expected to engage in ongoing ways with Field and Fork staff, other participating colleagues, and other faculty who have adopted an interdisciplinary approach to their course(s). Courses which have experiential learning as a core component are a priority. We are also particularly, but not exclusively, interested in courses that might lead to (or build on) courses which will be taught regularly.

Awards for the Fellowship funding of up to $5000 can be used for:

- Partial funding for staff support or a Teaching Assistant
- Expenses related to course development meetings
- Expenses related to the development of course materials or course activities (e.g. travel, specialized equipment, lab tests)
- Expenses related to the benchmarking of cross-disciplinary courses offered at other universities (e.g. travel, literature reviews, etc.)
- Training for faculty in the use of technology or teaching methods
- Other legitimate course development expenses

All full-time Assistant, Associate, and Full Professors (tenured, tenure-track, or non-tenure-track) and full-time Lecturers from any discipline may apply. All applications should have a faculty team lead and at least one other team faculty member from a different discipline. Graduate Teaching Assistants and undergraduate students may be part of a Fellowship team but may not be the lead or secondary member of a team. Teams of greater than four (4) members are discouraged. Previous recipients of Faculty Fellowships are eligible as part of an inter-departmental or inter-college teams.
Expectations
All members of the Fellowship team are expected to participate fully. This includes, but may not be limited to:

- Design or redesign an undergraduate course where they 1) develop robust obtainable learning objectives that relate to sustainable agriculture and food systems, 2) identify common barriers that students have when learning interdisciplinary concepts and develop appropriate learning objectives to overcome these, and 3) create a variety of assessments that can measure success of the course
- Teach their undergraduate course at least twice, including once within one year of the award
- Develop a plan to systematically assess student learning in their course
- Participate in Fellowship program events and assessments
- Produce a portfolio so that their course materials and narrative are available to Field and Fork.

Courses eligible for funding can be new or existing courses that:

- Will cross departments/programs, and preferably colleges/schools
- Are taught at the undergraduate level (may be co-taught at graduate level)
- Bring more than one discipline to bear on a contemporary question or problem related to sustainable agriculture and/or food systems, or approach an object of study—an event, a text, an artifact, a set of events, etc—related to sustainable agriculture and/or food systems from more than one disciplinary vantage point
- Contain a core experiential component
- Are organized as one of the following: Connected Courses, “Tag-team” Teaching, Lead Faculty with Supplemental Instructors, Dispersed Team Teaching, or Fully-integrated Team Teaching*

In addition, preference will be given to courses which:

- Satisfy a program requirement (for general education or for a major or minor for undergraduate programs)
- Will be/become part of the regularly-offered curriculum; participating departments/programs will commit to offering the course at least three times over the next four years for undergraduate programs
- Has potential for inclusion in UF Quest III**
• Include undergraduate, graduate and/or advanced doctoral students, as appropriate, as part of the course design process so that the course development can, itself, be an educational experience for students, and so that faculty can benefit from the student perspective
• Include a financial contribution from one or more hosting Department(s) or College(s)

Proposal Requirements
Proposals for Interdisciplinary Team Teaching Fellowship should be 3 pages or less, plus supporting letters, budget, and syllabus/syllabi, and must include the following materials:

• A detailed description of the proposed course, which includes a rationale for its development, an explanation of its place in the curriculum of the program(s), how the course will be organized,* and how all members of the team will participate
• A schedule of its offering
• Brief bios of the faculty and students who will be involved in the course development
• A statement of how the team will measure the success of the course, how learning in the course will be assessed, and a plan for continuous course improvement
• A timeline for course development and target enrollment
• Brief letters of support from all department chairs with a statement of understanding regarding faculty workload and credit for the course
• A budget
• For redesigned courses, a current course syllabus/syllabi, which should include course descriptions, learning objectives, and general means of assessment (if applicable).

Please direct any questions and completed proposals to Dina Liebowitz (dinalieb@ufl.edu) by February 27th, 2019.

*See Collaborative Teaching Guidance supplement document for definitions.

**UF Quest is an envisioned General Education program that will be required of all approximately 6500 first-time-in-college students beginning in the Fall 2020. UF Quest 3: Engagement in the World will require students to pursue experiential learning in the form of internships or co-ops, study abroad, community service, research, public service, or design competitions. It is anticipated that this component will not be required until the seventh year of UF Quest in order to allow colleges and programs time to build towards the vision of having available experiences for every FTIC student.